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ABSTRACT

Surveys were conducted of two multi-state samples of educators, who provided ratings of the importance of two preliminary versions of the classroom performance assessment criteria being developed for The Praxis Series: Professional Assessments for Beginning Teachers(TM). One sample, with 114 respondents, was chosen primarily on the basis of its familiarity with basic academic skills needed by beginning teachers. The other (131 replies) was chosen primarily on the basis of teachers' certification in particular subject fields. There was considerable agreement about the importance of criteria across several classifications of educators according to ethnicity, instructional level, years of teaching experience, subject area, and orientation to teaching. Nine tables present survey findings. (Contains 10 references.) (Author/SLD)

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THE PRAXIS SERIES
Professional Assessments for Beginning Teachers™

Assessing the Classroom Performance of Beginning Teachers: Educators' Appraisal of Proposed Evaluation Criteria

Donald E. Powers

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Abstract

Surveys were conducted of two multi-state samples of educators, who provided ratings of the importance of two preliminary versions of the classroom performance assessment criteria being developed for The Praxis Series: Professional Assessments for Beginning Teachers™. There was considerable agreement about the importance of the criteria across several classifications of educators according to ethnicity, instructional level, years of teaching experience, subject area, and orientation to teaching.

Assessing the Classroom Performance of Beginning Teachers:

Educators' Appraisal of Proposed Evaluation Criteria

A central component of The Praxis Series: Professional Assessments for Beginning Teachers™, the new teacher licensing measures being developed by Educational Testing Service, is a set of criteria to assess the classroom performance of beginning teachers (Dwyer & Villegas, 1992; Educational Testing Service, 1991). The current version of these criteria has resulted from several knowledge base building activities: job analyses (Rosenfeld, Freeberg, & Bukatko, 1992; Rosenfeld, Reynolds, & Bukatko, 1992; Rosenfeld, Wilder, & Bukatko, 1992), reviews and syntheses of research literature (Reynolds, 1992), consideration of state licensing requirements and prevailing performance assessment practices (Klem, 1990; Wesley, Klem, & Reynolds, 1992), and consultation with teachers, state and local officials, and other education experts. From these activities an initial set of competency statements was developed. On the basis of field tryouts and other input, these statements have undergone several revisions and refinements.

To provide a check on the suitability of these various transformations, additional samples of practicing educators were asked to provide independent ratings of the importance of each criterion. The purpose of this paper is to describe this process and the resulting evaluations.

Method

Data collection activities were undertaken in November/December 1991 and in February/March 1992. Both were accomplished in conjunction with a multi-state study to confirm the relevance of test questions being considered for either the Praxis I: Academic Skills Assessments component or the Praxis II: Subject Assessments component of The Praxis Series. For the Academic Skills Assessments component, a sample of 150 educators was identified from 33 states expressing the greatest interest in adopting The Praxis Series. These participants were nominated from each state by representatives of the National Association of State Directors of Teacher Education and Certification (NASDTEC), who were given certain parameters to follow

when making the nominations. Directors were asked to nominate educators with differing degrees of experience from various instructional levels, from a number of certification areas, and who represented both sexes and several ethnic groups. We asked that all nominees be familiar with the basic academic skills and knowledge needed by entry-level teachers, that most be active elementary or secondary teachers, and that all have at least one year of experience. Approximately one-fifth of all nominees could be either school administrators or faculty of teacher education programs, provided they were familiar with the job requirements of entry-level teachers. NASDTEC representatives were asked to supply at least twelve nominations per state. From this list, project staff selected a final sample of 150, so as to achieve representation by race, sex, ethnicity, teaching level, and geographic region.

In February/March 1992, the same basic procedures were followed for the Subject Assessments component, except that all participants were required to have been certified in 1 of the 10 subject areas corresponding to the various Subject Assessments under evaluation: biology, chemistry, elementary education, English, general science, mathematics, physical education, physics, social studies, and Spanish. A total of 249 panelists were identified from 24 states and the District of Columbia.

Before they attended regional meetings to evaluate test questions, each participant received a set of materials explaining the nature of the upcoming evaluation. The materials included a form on which participants were asked to rate the importance of each of several performance assessment criteria. A different preliminary version of the criteria was used on each of the two occasions. In November/December 1991, the version consisted of 21 criteria organized into four major areas: using content knowledge, teaching for student learning, creating an environment for student learning, teacher professionalism. By February/March 1992 the criteria had been modified so that there were 19 criteria organized into four major areas

again, three of which were the same as for the earlier set. The fourth area, however, was now called "organizing content knowledge for student learning," instead of "using content knowledge."

For each version, respondents were given a brief description of The Praxis Series and told that the classroom assessment component, to be administered after beginning teachers have had an opportunity to teach, is intended to measure the new teacher's ability to apply basic elements of good teaching in a classroom context. Participants were also told that a central element of the performance assessment component will be classroom observation of teachers, which will be supplemented with information from other sources, e.g., conferences with the beginning teacher.

Participant's were asked to use a five-point scale to record their judgments of the importance of each criterion (0=not important, 1=slightly important, 2=moderately important, 3=important, and 4=very important). Because of the different nature of the two samples on each occasion, the specific question asked was slightly different each time. In November/ December 1991 the question was:

> *Regardless of the subject area they teach, how important is it that all beginning teachers be able to do the following by the end of their first year of teaching?*

In February/March 1992, the question to subject matter teachers was:

> *For the subject(s) that you teach, how important is it that all teachers be able to do the following by the end of their first year of teaching?*

Respondents were asked not to think particularly about their own jobs when making their ratings, but rather about what a typical beginning teacher should be able to do by the end of a full year of teaching. They were also asked to keep in mind that the criteria had intentionally been stated in relatively general terms, so that these standards might be interpreted and applied somewhat differently according to the particular situation or context.

Respondents in both samples were asked to supply certain background information, e.g., ethnicity, level of teaching, and years of experience. In addition, participants in the Fall 1991 survey were asked to indicate the extent to which each of five general orientations to (or models of) teaching corresponded with the kind of instruction in which they were engaged. These models, based on work by Mary Kennedy (1991), were termed "process model," "learning community model," "additive model," "transformational model," and "conceptual change model." A more detailed description of these models has been provided elsewhere (Powers, in press). Participants were asked to return their replies in postage-paid envelopes that were provided. There was no followup of nonrespondents.

Ratings were analyzed for several classifications of respondents, e.g., according to ethnic background, years of teaching experience, and subject taught. Subject fields were grouped into the following categories: (1) science, which included biology, chemistry, general science, health, and physics, (2) elementary education, (3) English language and literature, (4) mathematics, (5) special education, (6) "performance" subjects, which included home economics, industrial arts, music, and physical education, and (7) all others. For the Fall 1991 survey, respondents were also categorized into four clusters according to their endorsement of each of the five teaching models described earlier. This classification was accomplished by a statistical clustering procedure. Briefly, the four resulting clusters were characterized as (1) "eclectic," i.e., having a generally high endorsement of all five models of teaching, (2) "additive," by virtue of a strong emphasis on "covering content," (3) "nonadditive," i.e., relatively little emphasis on content coverage, and also little emphasis on helping students form or revise concepts (conceptual change) and (4) "nonadditive," but with a relatively strong emphasis on helping students to form or revise concepts. A more detailed account of the procedures and results have been given elsewhere (Powers, in press).

Results

Fall 1991 Survey

Replies were received from 114 of 150 (76%) study participants. Nearly all of these also provided background data, which permitted classification by ethnicity (Table 1), instructional level (Table 2), teaching experience (Table 3), subject area (Table 4), and general approach to teaching as suggested by endorsement of each of 5 models of teaching (Table 5). Each of these tables shows the percentage of respondents by subcategory who rated each criterion to be important or very important.[1] The criteria are displayed in descending order of perceived importance for the total sample.

As is clear, even the criterion perceived as least important -- "explaining how insights gained from instructional experiences can be used subsequently to improve instruction" -- was rated as important or very important by most (79%) respondents and as slightly important or not important by few (2%). None of the criteria was rated as only slightly important or not important by more than 5% of the total sample. (Only five criteria were rated as only slightly important or not important by 2% or more of the total sample.)

For every criterion and for every classification of respondents in Tables 1-5, a majority of respondents gave ratings of either important or very important. The sole exception was that only 6 of 13 (46%) science teachers rated the ability to "communicate with families regarding student learning and, when appropriate, interact effectively with the community" as being

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[1]In all of the tables that follow, percentages rather than Ns have been displayed, even though these figures are sometimes based on very small numbers, thus resulting in large gaps between percentage values that are possible. We have reported percentages, however, to facilitate comparisons. The reader, however, is encouraged to keep in mind the numbers, given at the head of each table, on which percentages are based. In addition, some of the percentage values that are reported may seem implausible. For example, when responses are based on 20 respondents in a category, the reader might expect all percentages to be multiples of 5. In some cases, however, not all respondents rated every criterion, thus resulting in percentages that do not correspond to the expected multiples.

important or very important. However, only 1 of the 13 science teaching respondents regarded this criterion as slightly important, and none viewed it as being not important. (In the winter survey discussed below, 80% of a larger sample of 55 science teachers rated a similar but abbreviated criterion "communicate with families regarding student learning" as important or very important.)

Only one criterion -- "create or select evaluation strategies that are clearly linked to the goals or intents of lessons" -- was rated as slightly important or not important by more than 10% of respondents in any category: one of seven American Indian respondents rated this criterion as being only slightly important (none rated it as not important), and only four of seven rated this criterion as important or very important. (In the winter survey discussed below, however, all six American Indian respondents rated this criterion as important or very important.)

Winter 1992 Survey

For the second survey, replies were returned from 131 of 249 (53%) of the participating teachers. Percentages of respondents who rated each of the 19 criteria as important or very important are shown by ethnicity (Table 6), by instructional level (Table 7), by years of teaching experience (Table 8), and by subject area (Table 9).[2] Each criterion was rated as important or very important by a majority of the total sample. Even the criterion perceived as least important -- "making the physical environment as conducive to learning as possible" -- was rated as important or very important by 75% of all respondents. No criterion was rated as only slightly important or not important by more than 5% of the sample, and only two criteria were rated this low by 2% or more of the respondents. In addition, each criterion was rated as important or very important by a majority of respondents in each of the various

[2]In the winter survey sample, the other category was comprised entirely of Spanish teachers and history teachers, in contrast to the more heterogeneous "other" group in the fall survey.

subclassifications. Only for six criteria did 10% or more of respondents in any of the 20 subgroupings give ratings of not important or slightly important. One of 10 Hispanic respondents gave a rating of slightly important for each of five criteria (none rated these as being not important), and 1 of 10 Hispanics rated one criterion -- "reflect on the extent to which the instructional goals were met and explain how insights gained from instructional experience can be used subsequently" -- as being not important. (In the earlier fall survey, no criterion was rated as slightly important or not important by any of the Hispanic respondents.) One of the five higher education respondents rated "building professional relationships with colleagues to share insights and coordinate learning activities for students" as being only slightly important (In the fall survey all six higher education respondents rated this criterion as being at least moderately important.).

Summary and Discussion

Two preliminary versions of the classroom performance assessment criteria being considered for The Praxis Series were judged for importance by two different samples of educators, most of whom were practicing teachers. One sample was chosen primarily on the basis of its familiarity with the basic academic skills needed by beginning teachers. Elementary level teachers were represented heavily in this sample. The second sample was selected primarily on the basis of teachers' certification in particular subject fields. Secondary level teachers were heavily represented in this sample.

Each criterion was regarded, by a sizable majority of survey respondents in both samples, to be important generally. Extremely few respondents in either survey judged any of the criteria as being of little importance. With few exceptions, none of the criteria was given a low average rating of importance by any subclassification of respondents according to ethnicity, subject matter taught, years of teaching experience, instructional level, or general approach to teaching.

The few low ratings that were given appeared to result mainly from small samples and were not consistent across surveys.

In conclusion, there appears to be considerable agreement about the importance of the classroom performance assessment criteria being considered for The Praxis Series. As the system is tried out, it will be informative to note the teacher behaviors that are cited as specific evidence of competence for each criterion.

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Table 1

Percentages of Respondents (by Ethnicity) who Judged Each Task/Function to be Important or Very Important

Task/Function	Domain	Total (N=114)	Black (N=20)	American Indian (N=7)	Hispanic (N=13)	Asian American (N=11)	White (N=60)
Make content comprehensible to students	Teach/Learn	99	100	100	100	100	98
Create a classroom climate the ensures equity and respect for and among students, and between students and the teacher	Environ.	98	95	100	100	100	98
Establish and consistently maintain clear standards of behavior in order to ensure an appropriate climate for learning	Environ.	97	95	100	100	100	100
Set high expectations for each student, make learning expectations clear to students, and help students accept responsibility for their own learning	Teach/Learn	95	95	100	100	100	92
Reflect on the extent to which instructional goals were met	Prof.	95	90	100	100	100	93
Demonstrate application of content knowledge through accurate instruction	Cont. Know.	94	100	86	100	91	92
Monitor students' understanding of content through a variety of means, provide feedback to students to assist learning, and adjust learning activities as the situation demands	Teach/Learn	93	85	100	100	91	93
Use instructional time effectively and efficiently	Teach/Learn	93	90	86	100	91	93
Create a purposeful and well-functioning learning community with convenient and well-understood classroom routines that facilitate learning	Environ.	93	75	86	100	91	92
Encourage students to extend their own thinking	Teach/Learn	92	95	100	85	100	95
Establish and maintain rapport with students in ways that are appropriate to the students' developmental levels	Environ.	92	90	100	92	91	95
Create or select appropriate instructional material/other resources and learning activities that are clearly linked to the goals or intents of the lesson	Cont. Know.	91	95	100	92	82	92
Help students activate relevant aspects of their prior knowledge, skills, experiences, and cultural resources in order to promote learning	Teach/Learn	91	85	86	100	91	92
Create or select appropriate evaluation strategies that are clearly linked to the goals or intents of the lesson	Cont. Know.	90	95	57	100	100	88
Demonstrate an understanding of the connections between the content that was studied previously, the current content, and the content that remains to be studied in the future	Cont. Know.	89	95	71	92	91	87
Demonstrate acceptance of responsibility for student learning	Prof.	86	90	86	100	73	85
Build professional relationships with colleagues to share teaching insights and coordinate learning activities for students	Prof.	84	100	72	85	64	85
Make the physical environment as conducive to learning as possible	Environ.	84	90	86	85	73	85
Communicate with families regarding student learning and, where appropriate, interact effectively with the community	Prof.	84	85	86	92	82	83
Become familiar with relevant aspects of students' prior knowledge, skills, experiences, and cultures	Teach/Learn	83	90	71	92	73	82
Explain how insights gained from instructional experiences can be used subsequently to improve instruction	Prof.	79	75	86	92	73	77
Median		**92**	**90**	**86**	**100**	**91**	**92**

Domain:
Cont. Know. = Using content knowledge
Teach/Learn = Teaching for student learning
Environ. = Creating an environment for learning
Prof. = Teacher professionalism

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Table 2

Percentages of Respondents (by Instructional Level) who Judged Each Task/Function to be Important or Very Important

Task/Function	Domain	Total (N=114)	K-4 (N=29)	5-8 (N=39)	9-12 (N=27)	No level (N=8)	Higher Ed (N=6)
Make content comprehensible to students	Teach/Learn	99	100	97	100	100	100
Create a classroom climate the ensures equity and respect for and among students, and between students and the teacher	Environ.	98	100	100	96	100	83
Establish and consistently maintain clear standards of behavior in order to ensure an appropriate climate for learning	Environ.	97	100	100	96	100	83
Set high expectations for each student, make learning expectations clear to students, and help students accept responsibility for their own learning	Teach/Learn	95	90	97	96	100	83
Reflect on the extent to which instructional goals were met	Prof.	95	97	92	96	88	100
Demonstrate application of content knowledge through accurate instruction	Cont. Know.	94	93	92	93	100	100
Monitor students' understanding of content through a variety of means, provide feedback to students to assist learning, and adjust learning activities as the situation demands	Teach/Learn	93	93	90	100	100	83
Use instructional time effectively and efficiently	Teach/Learn	93	100	92	89	88	83
Create a purposeful and well-functioning learning community with convenient and well-understood classroom routines that facilitate learning	Environ.	93	97	95	89	88	83
Encourage students to extend their own thinking	Teach/Learn	92	97	90	93	88	83
Establish and maintain rapport with students in ways that are appropriate to the students' developmental levels	Environ.	92	97	92	93	88	83
Create or select appropriate instructional material/other resources and learning activities that are clearly linked to the goals or intents of the lesson	Cont. Know.	91	90	90	89	100	100
Help students activate relevant aspects of their prior knowledge, skills, experiences, and cultural resources in order to promote learning	Teach/Learn	91	93	87	93	100	83
Create or select appropriate evaluation strategies that are clearly linked to the goals or intents of the lesson	Cont. Know.	90	86	89	96	88	83
Demonstrate an understanding of the connections between the content that was studied previously, the current content, and the content that remains to be studied in the future	Cont. Know.	89	83	95	85	88	83
Demonstrate acceptance of responsibility for student learning	Prof.	86	86	90	77	88	83
Build professional relationships with colleagues to share teaching insights and coordinate learning activities for students	Prof.	84	90	82	81	88	67
Make the physical environment as conducive to learning as possible	Environ.	84	90	82	85	88	83
Communicate with families regarding student learning and, where appropriate, interact effectively with the community	Prof.	84	93	87	67	88	83
Become familiar with relevant aspects of students' prior knowledge, skills, experiences, and cultures	Teach/Learn	83	83	87	74	88	83
Explain how insights gained from instructional experiences can be used subsequently to improve instruction	Prof.	79	66	79	81	88	100
Median		**92**	**93**	**90**	**93**	**88**	**83**

Domain:
Cont. Know. = Using content knowledge
Teach/Learn = Teaching for student learning
Environ. = Creating an environment for learning
Prof. = Teacher professionalism

Table 3

Percentages of Respondents (by Years of Teaching Experience) who Judged Each Task/Function to be Important or Very Important

Task/Function	Domain	Total (N = 114)	1-3 years (N = 17)	4-6 years (N = 33)	7-9 years (N = 21)	10-15 years (N = 16)	Over 15 years (N = 24)
Make content comprehensible to students	Teach/Learn	99	100	97	100	100	100
Create a classroom climate the ensures equity and respect for and among students, and between students and the teacher	Environ.	98	100	100	95	100	96
Establish and consistently maintain clear standards of behavior in order to ensure an appropriate climate for learning	Environ.	97	100	100	95	100	96
Set high expectations for each student, make learning expectations clear to students, and help students accept responsibility for their own learning	Teach/Learn	95	94	97	90	100	92
Reflect on the extent to which instructional goals were met	Prof.	95	94	97	90	94	96
Demonstrate application of content knowledge through accurate instruction	Cont. Know.	94	88	94	90	94	100
Monitor students' understanding of content through a variety of means, provide feedback to students to assist learning, and adjust learning activities as the situation demands	Teach/Learn	93	82	97	100	100	83
Use instructional time effectively and efficiently	Teach/Learn	93	94	97	86	93	92
Create a purposeful and well-functioning learning community with convenient and well-understood classroom routines that facilitate learning	Environ.	93	94	94	90	94	92
Encourage students to extend their own thinking	Teach/Learn	92	82	94	90	100	92
Establish and maintain rapport with students in ways that are appropriate to the students' developmental levels	Environ.	92	88	97	90	100	88
Create or select appropriate instructional material/other resources and learning activities that are clearly linked to the goals or intents of the lesson	Cont. Know.	91	88	85	90	100	96
Help students activate relevant aspects of their prior knowledge, skills, experiences, and cultural resources in order to promote learning	Teach/Learn	91	82	88	100	88	96
Create or select appropriate evaluation strategies that are clearly linked to the goals or intents of the lesson	Cont. Know.	90	88	91	90	100	83
Demonstrate an understanding of the connections between the content that was studied previously, the current content, and the content that remains to be studied in the future	Cont. Know.	89	94	88	86	81	92
Demonstrate acceptance of responsibility for student learning	Prof.	86	94	85	81	88	83
Build professional relationships with colleagues to share teaching insights and coordinate learning activities for students	Prof.	84	94	76	86	94	79
Make the physical environment as conducive to learning as possible	Environ.	84	82	79	90	94	83
Communicate with families regarding student learning and, where appropriate, interact effectively with the community	Prof.	84	71	82	81	88	96
Become familiar with relevant aspects of students' prior knowledge, skills, experiences, and cultures	Teach/Learn	83	94	76	76	88	88
Explain how insights gained from instructional experiences can be used subsequently to improve instruction	Prof.	79	88	76	67	81	83
Median		92	94	94	90	94	92

Domain:
Cont. Know. = sing content knowledge
Teach/Learn = Teaching for student learning
Environ. = Creating an environment for learning
Prof. = Teacher professionalism

Table 4

Percentages of Respondents (by Subject Area) who Judged each Task/Function to be Important or Very Important

Task/Function	Domain	Total (N=114)	Sci. (N=13)	El. Ed. (N=36)	Eng. (N=10)	Math. (N=10)	Spec. Ed. (N=5)	Perf. (N=7)
Make content comprehensible to students	Teach/Learn	99	100	100	90	100	100	100
Create a classroom climate the ensures equity and respect for and among students, and between students and the teacher	Environ.	98	92	97	100	100	100	100
Establish and consistently maintain clear standards of behavior in order to ensure an appropriate climate for learning	Environ.	97	92	97	100	100	100	100
Set high expectations for each student, make learning expectations clear to students, and help students accept responsibility for their own learning	Teach/Learn	95	92	89	100	100	80	100
Reflect on the extent to which instructional goals were met	Prof.	95	77	100	100	100	60	100
Demonstrate application of content knowledge through accurate instruction	Cont. Know.	94	85	94	90	90	100	100
Monitor students' understanding of content through a variety of means, provide feedback to students to assist learning, and adjust learning activities as the situation demands	Teach/Learn	93	85	92	90	90	100	100
Use instructional time effectively and efficiently	Teach/Learn	93	85	97	90	90	80	100
Create a purposeful and well-functioning learning community with convenient and well-understood classroom routines that facilitate learning	Environ.	93	92	94	100	70	100	100
Encourage students to extend their own thinking	Teach/Learn	92	77	94	90	100	80	86
Establish and maintain rapport with students in ways that are appropriate to the students' developmental levels	Environ.	92	85	92	100	100	100	86
Create or select appropriate instructional material/other resources and learning activities that are clearly linked to the goals or intents of the lesson	Cont. Know.	91	85	92	90	80	100	86
Help students activate relevant aspects of their prior knowledge, skills, experiences, and cultural resources in order to promote learning	Teach/Learn	91	77	92	100	90	100	86
Create or select appropriate evaluation strategies that are clearly linked to the goals or intents of the lesson	Cont. Know.	90	83	86	80	90	100	100
Demonstrate an understanding of the connections between the content that was studied previously, the current content, and the content that remains to be studied in the future	Cont. Know.	89	85	81	100	90	100	100
Demonstrate acceptance of responsibility for student learning	Prof.	86	77	86	100	70	80	100
Build professional relationships with colleagues to share teaching insights and coordinate learning activities for students	Prof.	84	77	81	90	80	100	86
Make the physical environment as conducive to learning as possible	Environ.	84	77	86	80	80	100	100
Communicate with families regarding student learning and, where appropriate, interact effectively with the community	Prof.	84	46	94	100	60	100	86
Become familiar with relevant aspects of students' prior knowledge, skills, experiences, and cultures	Teach/Learn	83	62	81	100	90	80	86
Explain how insights gained from instructional experiences can be used subsequently to improve instruction	Prof.	79	85	69	80	70	60	100
Median		92	85	92	100	90	100	100

Domain:
Cont. Know. = Using content knowledge
Teach/Learn = Teaching for student learning
Environ. = Creating an environment for learning
Prof. = Teacher professionalism

Table 5

Percentages of Respondents (by "Model" of Teaching) who Judged Each Task/Function to be Important or Very Important

Task/Function	Domain	Total (N=114)	"Model" of Teaching			
			Cluster 1 (N=46)	Cluster 2 (N=21)	Cluster 3 (N=28)	Cluster 4 (N=16)
Make content comprehensible to students	Teach/Learn	99	98	100	100	100
Create a classroom climate the ensures equity and respect for and among students, and between students and the teacher	Environ.	98	100	100	96	94
Establish and consistently maintain clear standards of behavior in order to ensure an appropriate climate for learning	Environ.	97	100	100	96	94
Set high expectations for each student, make learning expectations clear to students, and help students accept responsibility for their own learning	Teach/Learn	95	98	90	93	94
Reflect on the extent to which instructional goals were met	Prof.	95	96	90	100	88
Demonstrate application of content knowledge through accurate instruction	Cont. Know.	94	96	90	96	88
Monitor students' understanding of content through a variety of means, provide feedback to students to assist learning, and adjust learning activities as the situation demands	Teach/Learn	93	96	81	96	94
Use instructional time effectively and efficiently	Teach/Learn	93	93	86	96	93
Create a purposeful and well-functioning learning community with convenient and well-understood classroom routines that facilitate learning	Environ.	93	100	86	96	75
Encourage students to extend their own thinking	Teach/Learn	92	93	86	93	94
Establish and maintain rapport with students in ways that are appropriate to the students' developmental levels	Environ.	92	91	95	93	94
Create or select appropriate instructional material/other resources and learning activities that are clearly linked to the goals or intents of the lesson	Cont. Know.	91	93	86	93	88
Help students activate relevant aspects of their prior knowledge, skills, experiences, and cultural resources in order to promote learning	Teach/Learn	91	98	76	93	88
Create or select appropriate evaluation strategies that are clearly linked to the goals or intents of the lesson	Cont. Know.	90	91	90	93	81
Demonstrate an understanding of the connections between the content that was studied previously, the current content, and the content that remains to be studied in the future	Cont. Know.	89	98	90	79	75
Demonstrate acceptance of responsibility for student learning	Prof.	86	93	76	82	80
Build professional relationships with colleagues to share teaching insights and coordinate learning activities for students	Prof.	84	89	81	79	81
Make the physical environment as conducive to learning as possible	Environ.	84	96	62	86	81
Communicate with families regarding student learning and, where appropriate, interact effectively with the community	Prof.	84	89	76	79	88
Become familiar with relevant aspects of students' prior knowledge, skills, experiences, and cultures	Teach/Learn	83	96	62	75	88
Explain how insights gained from instructional experiences can be used subsequently to improve instruction	Prof.	79	89	57	79	75
Median		**92**	**96**	**86**	**93**	**88**

Domain:
Cont. Know. = Using content knowledge
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Prof. = Teacher professionalism

Table 6

Percentages of Respondents (by Ethnicity) who Judged Each Task/Function to be Important or Very Important

Task/Function	Domain	Total (N=131)	Black (N=34)	American Indian (N=6)	Hispanic (N=10)	Asian American (N=11)	White (N=68)
Make content comprehensible to students	Teach/Learn	99	97	100	100	100	100
Establish and maintain consistent, respectful standards of classroom interaction and behavior	Environ.	97	100	83	100	100	96
Create or select appropriate instructional materials/resources and learning activities that are appropriate to the students and are clearly linked to the goals or intents of the lesson	Cont.Know.	97	97	100	90	100	97
Monitor students' understanding of content through a variety of means, provide feedback to students to assist learning, and adjust learning activities as the situation demands	Teach/Learn	96	100	100	100	100	93
Make learning expectations clear to students	Teach/Learn	96	97	100	90	100	96
Articulate clear learning goals	Cont.Know.	95	97	100	80	100	94
Use instructional time effectively	Teach/Learn	95	97	100	80	100	96
Create or select evaluation strategies that are appropriate to the students and are linked to the intents or goals of the lesson	Cont.Know.	95	91	100	100	91	97
Encourage students to extend their thinking (to think independently, creatively, or critically)	Teach/Learn	93	97	100	100	100	88
Communicate high expectations for each student	Teach/Learn	92	94	100	90	91	90
Establish and maintain rapport with students in ways that are appropriate to the students' developmental levels	Environ.	89	91	83	100	91	87
Demonstrate an understanding of the connections between the content that was studied previously, the current content, and the content that remains to be studied in the future	Cont.Know.	88	88	83	70	100	90
Create a climate that ensures equity (among students and between teachers and students)	Environ.	88	94	83	90	80	86
Become familiar with relevant aspects of students' prior knowledge, skills, experiences, and cultures	Cont.Know.	82	88	67	90	82	80
Reflect on the extent to which the instructional goals were met and explain how insights gained from instructional experience can be used subsequently	Prof.	82	88	67	70	82	81
Demonstrate a sense of efficacy and acceptance of responsibility for student learning	Prof.	81	79	100	70	80	84
Communicate with families regarding student learning	Prof.	81	91	50	80	70	80
Build professional relationships with colleagues to share teaching insights and coordinate learning activities for students	Prof.	76	79	67	70	73	78
Make the physical environment as conducive to learning as possible	Environ.	75	74	50	90	64	78
Median		**92**	**94**	**100**	**90**	**91**	**90**

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Table 7

Percentages of Respondents (by Instructional Level) who Judged Each Task/Function to be Important or Very Important

Task/Function	Domain	Total (N = 131)	K-4 (N = 12)	5-8 (N = 18)	9-12 (N = 92)	Higher Ed (N = 5)
Make content comprehensible to students	Teach/Learn	99	100	94	100	100
Establish and maintain consistent, respectful standards of classroom interaction and behavior	Environ.	97	92	100	98	80
Create or select appropriate instructional materials/resources and learning activities that are appropriate to the students and are clearly linked to the goals or intents of the lesson	Cont.Know.	97	100	100	96	100
Monitor students' understanding of content through a variety of means, provide feedback to students to assist learning, and adjust learning activities as the situation demands	Teach/Learn	96	100	100	95	100
Make learning expectations clear to students	Teach/Learn	96	83	100	97	100
Articulate clear learning goals	Cont.Know.	95	92	94	96	80
Use instructional time effectively	Teach/Learn	95	91	100	96	80
Create or select evaluation strategies that are appropriate to the students and are linked to the intents or goals of the lesson	Cont.Know.	95	100	89	96	100
Encourage students to extend their thinking (to think independently, creatively, or critically)	Teach/Learn	93	92	89	96	60
Communicate high expectations for each student	Teach/Learn	92	83	94	92	80
Establish and maintain rapport with students in ways that are appropriate to the students' developmental levels	Environ.	89	100	78	90	60
Demonstrate an understanding of the connections between the content that was studied previously, the current content, and the content that remains to be studied in the future	Cont.Know.	88	100	83	88	80
Create a climate that ensures equity (among students and between teachers and students)	Environ.	88	92	94	85	100
Become familiar with relevant aspects of students' prior knowledge, skills, experiences, and cultures	Cont.Know.	82	92	89	78	100
Reflect on the extent to which the instructional goals were met and explain how insights gained from instructional experience can be used subsequently	Prof.	82	67	83	83	100
Demonstrate a sense of efficacy and acceptance of responsibility for student learning	Prof.	81	92	78	79	100
Communicate with families regarding student learning	Prof.	81	92	100	76	80
Build professional relationships with colleagues to share teaching insights and coordinate learning activities for students	Prof.	76	83	67	77	60
Make the physical environment as conducive to learning as possible	Environ.	75	67	78	74	80
Median		**92**	**92**	**94**	**92**	**80**

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Table 8

Percentages of Respondents (by Years of Teaching Experience) who Judged Each Task/Function to be Important or Very Important

Task/Function	Domain	Total (N=131)	1-3 years (N=8)	4-6 years (N=24)	7-9 years (N=14)	10-15 years (N=23)	Over 15 years (N=60)
Make content comprehensible to students	Teach/Learn	99	100	96	100	100	100
Establish and maintain consistent, respectful standards of classroom interaction and behavior	Environ.	97	100	96	93	96	98
Create or select appropriate instructional materials/resources and learning activities that are appropriate to the students and are clearly linked to the goals or intents of the lesson	Cont.Know.	97	100	100	93	91	98
Monitor students' understanding of content through a variety of means, provide feedback to students to assist learning, and adjust learning activities as the situation demands	Teach/Learn	96	100	88	100	91	100
Make learning expectations clear to students	Teach/Learn	96	100	96	93	96	97
Articulate clear learning goals	Cont.Know.	95	100	96	86	96	97
Use instructional time effectively	Teach/Learn	95	100	100	85	96	95
Create or select evaluation strategies that are appropriate to the students and are linked to the intents or goals of the lesson	Cont.Know.	95	100	92	100	96	95
Encourage students to extend their thinking (to think independently, creatively, or critically)	Teach/Learn	93	100	96	100	91	92
Communicate high expectations for each student	Teach/Learn	92	75	88	93	91	95
Establish and maintain rapport with students in ways that are appropriate to the students' developmental levels	Environ.	89	100	83	86	87	90
Demonstrate an understanding of the connections between the content that was studied previously, the current content, and the content that remains to be studied in the future	Cont.Know.	88	100	88	64	91	92
Create a climate that ensures equity (among students and between teachers and students)	Environ.	88	100	83	79	87	90
Become familiar with relevant aspects of students' prior knowledge, skills, experiences, and cultures	Cont.Know.	82	100	83	86	78	82
Reflect on the extent to which the instructional goals were met and explain how insights gained from instructional experience can be used subsequently	Prof.	82	75	83	71	87	84
Demonstrate a sense of efficacy and acceptance of responsibility for student learning	Prof.	81	88	74	86	83	83
Communicate with families regarding student learning	Prof.	81	100	83	71	83	79
Build professional relationships with colleagues to share teaching insights and coordinate learning activities for students	Prof.	76	88	83	71	74	74
Make the physical environment as conducive to learning as possible	Environ.	75	75	79	64	74	75
Median		**92**	**100**	**88**	**86**	**91**	**92**

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Table 9

Percentages of Respondents (by Subject Area) who Judged Each Task/Function to be Important or Very Important

Task/Function	Domain	Total (N=131)	Sci. (N=55)	El. Ed. (N=14)	Eng. (N=9)	Math. (N=15)	Perf. (N=9)	Other (N=29)
Make content comprehensible to students	Teach/Learn	99	100	100	100	100	100	97
Establish and maintain consistent, respectful standards of classroom interaction and behavior	Environ.	97	96	93	100	100	100	97
Create or select appropriate instructional materials/resources and learning activities that are appropriate to the students and are clearly linked to the goals or intents of the lesson	Cont.Know.	97	96	100	100	93	100	97
Monitor students' understanding of content through a variety of means, provide feedback to students to assist learning, and adjust learning activities as the situation demands	Teach/Learn	96	95	100	100	100	89	97
Make learning expectations clear to students	Teach/Learn	96	96	86	100	100	100	97
Articulate clear learning goals	Cont.Know.	95	95	100	100	93	89	93
Use instructional time effectively	Teach/Learn	95	96	92	89	100	100	93
Create or select evaluation strategies that are appropriate to the students and are linked to the intents or goals of the lesson	Cont.Know.	95	93	100	89	100	100	97
Encourage students to extend their thinking (to think independently, creatively, or critically)	Teach/Learn	93	96	100	89	93	78	90
Communicate high expectations for each student	Teach/Learn	92	93	86	89	100	100	86
Establish and maintain rapport with students in ways that are appropriate to the students' developmental levels	Environ.	89	85	100	89	93	89	86
Demonstrate an understanding of the connections between the content that was studied previously, the current content, and the content that remains to be studied in the future	Cont.Know.	88	87	100	89	93	89	82
Create a climate that ensures equity (among students and between teachers and students)	Environ.	88	89	93	100	80	89	83
Become familiar with relevant aspects of students' prior knowledge, skills, experiences, and cultures	Cont.Know.	82	76	100	89	87	100	76
Reflect on the extent to which the instructional goals were met and explain how insights gained from instructional experience can be used subsequently	Prof.	82	85	79	89	87	89	69
Demonstrate a sense of efficacy and acceptance of responsibility for student learning	Prof.	81	81	93	89	64	89	79
Communicate with families regarding student learning	Prof.	81	80	93	78	87	89	72
Build professional relationships with colleagues to share teaching insights and coordinate learning activities for students	Prof.	76	85	79	78	60	78	66
Make the physical environment as conducive to learning as possible	Environ.	75	76	71	67	80	89	69
Median		**92**	**93**	**93**	**89**	**93**	**89**	**86**

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